

Rationale

Introduction

The world that we live in continues to change and advance at an incredible pace. For Indiana students to succeed in school, at work, and in the community they need more knowledge and transferable skills than ever before. Additionally, in order to be successful in an increasingly global society our students must have exceptional educational experiences, including the opportunity to develop awareness of other cultures and people and to become proficient in multiple languages.

Indiana's P-16 Plan for Improving Student Achievement

Indiana's Academic Standards are the cornerstone of the state's "P-16 Plan for Improving Student Achievement." Indiana's P-16 Plan provides a comprehensive blueprint for what educators, administrators, parents, community members, legislators, and corporations must do to support students from their earliest years through post-high school education.

Indiana's World-Class Standards

In an effort to maintain high-quality academic standards, the Indiana Department of Education reviews and updates the standards for each grade level in each subject area at least once every six years. Under the mandate of the General Assembly to devise standards that are "world-class, clear, concise, jargon-free, and by grade level" (Indiana Public Law 146-1999), Indiana teachers, community members, and content experts at the university level collaborated to draft the *2007 Academic Standards for World Languages*.

Purpose and General Description of World Language Standards in Indiana

Standards are statements that define what students should know and be able to do after certain amounts of time and at various levels of instruction. Standards serve as a gauge for excellence and are typically differentiated across a range of outcomes from minimum competencies to high levels of achievement. In an effort to develop rigorous standards for a quality world-class education, the Indiana standards revision task force consulted current research on language acquisition, a number of exemplary state standards and models, and the national framework for language teaching and learning.

The American Council on the Teaching of Foreign Languages (ACTFL) national standards task force developed eleven national standards for world language study. These standards are further classified into five goal areas that encompass all of the reasons to study a world language, commonly referred to as the five C's of world language education. The Indiana world language standards model is based on the goals outlined by these 5 C's: Communication, Cultures, Connections, Comparisons, and Communities. ACTFL provides the following description of these goals:

Communication, or communicating in languages other than English, is at the heart of second language study, whether the communication takes place face-to-face, in writing, or across centuries through the reading of literature. Through the study of other languages, students gain a knowledge and understanding of the ***cultures*** that use that language; in fact, students cannot truly master the language until they have also mastered the cultural contexts in which the language

occurs. Learning languages provides **connections** to additional bodies of knowledge that are unavailable to monolingual English speakers. Through **comparisons** and contrasts with the language studied, students develop greater insight into their own language and culture and realize that multiple ways of viewing the world exist. Together, these elements enable the student of languages to participate in multilingual **communities** at home and around the world in a variety of contexts and in culturally appropriate ways (*Standards for Foreign Language Learning in the 21st Century*, 2006, p. 31).

The eleven ACTFL national standards are captured by eight standards in the new Indiana model, as shown in the following table. This modification is intended to ease implementation by Indiana educators.

	ACTFL National Standards	New Indiana World Language Standards
Communication	Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.	Standard 1: Learners engage in written and spoken conversations on a variety of topics. (Interpersonal)
	Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.	Standard 2: Learners interpret written and spoken language on a variety of topics. (Interpretive)
	Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.	Standard 3: Learners present to an audience of listeners or readers on a variety of topics. (Presentational)
Cultures	Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.	Standard 4: Learners examine, experience, and reflect on the relationships among the practices, products, and perspectives of the cultures studied.
	Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.	
Connections	Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.	Standard 5: Learners use the target language to expand their knowledge of and make connections among multiple content areas.
	Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.	Standard 6: Learners strengthen language proficiency and cultural knowledge by using current digital media and authentic resources.
Comparisons	Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.	Standard 7: Learners understand the nature of language and culture through comparisons of the languages and cultures studied and their own.
	Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.	
Communities	Standard 5.1: Students use the language both within and beyond the school setting.	Standard 8: Learners use their knowledge of the target language and cultures both within and beyond the school setting for personal enrichment and civic engagement.
	Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.	

ACTFL Standards taken from *Standards for Foreign Language Learning in the 21st Century*, 2006, p. 9.

At the state level, academic standards allow schools and local communities to effectively and efficiently plan curricula. While this document is not meant to serve as the curriculum or describe how the content should be taught, it does assist teachers in designing curricula as well as ensure appropriate articulation, consistency, and learning outcomes statewide.

Throughout the standards document, a number of examples have been included to provide additional context and clarity. The examples, however, are not meant to be specific to any given language or content area nor are they intended to prescribe curriculum.

The 2007 *Standards for World Languages* are designed for mainstream K-12 students. Occasionally, schools will designate advanced-level courses (e.g. 11th or 12th grade) as either Advanced Placement (AP) or International Baccalaureate (IB). It should be noted, though, that alignment and articulation with AP and IB are beyond the scope and purpose of this document. While there is undoubtedly some overlap in terms of the knowledge and communicative skills that students will develop in these courses, teachers interested in AP and IB should directly consult those programs to ensure that outcomes meet both the Indiana Academic Standards and those set forth in the AP and IB programs.

The Role of Grammar in Communicative Language Instruction

The primary intent of the *Standards for World Languages* is to facilitate language learning in a context that promotes fluent, authentic and accurate student communication and interaction. According to ACTFL, the key to successful communication is “knowing *how*, *when* and *why*, to say *what* to *whom*” (Standards for Foreign Language Learning in the 21st Century, 3rd edition, 2006, p. 11). The knowing *how* to communicate accurately (grammar) to the saying of *what* (vocabulary) is an important element of communication. However, knowing the grammar and rules of a language is not the same as being able to communicate in that language.

According to Lee and VanPatten (2003), “Communicative language teaching...cannot be equated with first learning some vocabulary, then learning some grammar, and then finding something to talk about to use the grammar and vocabulary” (p.1). Therefore, a communicative approach to language learning must strike a balance between accuracy (grammar and vocabulary) and fluency (authentic communication), allowing neither to solely dominate the instruction.

Target Language and Native Language Use

In order to provide students with as much exposure to and practice with the target language as possible, world language instructors should use the language to the greatest extent possible when interacting with students both within and beyond the school setting. However, there are some appropriate and strategic uses for English in world language classrooms. For example, at beginning levels instructors may elect to use English judiciously with Standard 4 (Develop Awareness of Other Cultures) and Standard 5 (Make Connections to Other Content Areas) to provide more depth and richness when exploring and comparing cultures and content areas. The role of English should decrease as students’ language skills improve.

Two Related Sets of Standards

The 2007 revision of *Indiana's Academic Standards for World Languages* replaces the document published in 2000. The document includes two sets of standards, one for Modern European and Classical languages and one for East Asian languages. This approach allows for articulation of common standards that are applicable to all languages, but also serves to distinguish the developmental differences (i.e. the increased time necessary to read and write in an East Asian language) that occur when learning the various languages.

Currently, Indiana provides instruction and/or licensing for the following languages:

Modern European and Classical Languages	East Asian Languages
French German Greek Hebrew Italian Latin Russian Spanish	Chinese Japanese Korean

This list of languages is not intended to limit the languages that can or should be offered in Indiana schools. Other language areas should consult with the Indiana Department of Education to decide which set of standards is the most appropriate for that particular language.

Language Sequences and Proficiency Levels

The 2007 document is divided into three sequences of study, with typical entry points occurring at kindergarten, sixth grade, and ninth grade. By providing multiple entry points, students will be able to maximize their language learning opportunities and experiences by being placed into the most appropriate entry levels.

Foreign language in the elementary school (FLES) programs (K through 5) should be sequential in nature and provide language learners with as much instructional time as possible (50 to 100 contact hours per year recommended). From sixth to eighth grade, language learners should have approximately 130 to 150 contact hours of instruction per year. During high school, language learners should receive approximately 150 contact hours or more of instruction per year.

Each point of entry for the world languages standards may appear similar in the tasks that students are able to do by grade twelve. However, given the duration of instruction that each student will have received up to that point, their skills and proficiencies will be quite different. The descriptions below outline what the “typical” student should know and be able to do at the end of the given instructional sequence. It is important to note that there are many factors which contribute to an individual student’s success. For this reason, students may achieve at lower or higher levels than those defined as “typical.”

Elementary Entry Point (K-12 Sequence): Students having completed the full 13-year world language program will be capable of communicating in many oral and written contexts with comfort and ease. Students will have developed strong skills in listening and reading comprehension and will therefore be capable of reading and understanding selections intended for native speakers. Students at this level will be able to utilize reasoning skills and learning strategies from other content areas to enhance their world language experiences. Additionally, students will have deeper cultural understanding and awareness.

At the end of the kindergarten through twelfth grade sequence, students studying Modern European or Classical languages will likely reach between *intermediate-mid* and *intermediate-high* in all skills on the ACTFL proficiency scale. Asian language learners at this level will likely reach between *intermediate-low* and *intermediate-mid* for speaking and listening proficiency, and between *novice-high* and *intermediate-low* for reading and writing proficiency.

Middle School Entry Point (6-12 Sequence): Students having completed the 7-year world language program will have reasonable communication skills, but may have neither the fluency nor the spoken accent of those students who complete the longer, more comprehensive instructional sequence. Students in this sequence will have adequate listening and reading comprehension skills, but may struggle with some authentic selections intended for native speakers. Students may be able to make connections among other content areas and the world language classroom, but these students may lack some of the extensive cultural knowledge gained through additional years of exposure.

At the end of the sixth through twelfth grade sequence, students studying Modern European or Classical languages will likely reach between *intermediate-low* and *intermediate-mid* in all skills on the ACTFL proficiency scale. Asian language learners at this level will likely reach between *novice-high* and *intermediate-low* for speaking and listening proficiency, and between *novice-low* and *novice-high* for reading and writing proficiency.

High School Entry Point (9-12 Sequence): Students beginning their experience in high school will have the benefit of a more in-depth understanding of grammatical structures and functions from earlier in their learning process (learning and studying their first language). Students in the four-year sequence, though, may not achieve the ease of communication or the spoken accent comparable to students from the other two instructional sequences. At the end of this sequence, students will be able to listen to and read various selections in the target language; however, without additional outside experience, students will likely struggle with materials intended for native speakers, thus limiting their ability to communicate in environments other than the classroom. Students will be able to combine other content areas with the target language, but they may lack some of the extensive cultural knowledge gained through long-term exposure to various aspects of the target cultures.

At the end of the ninth through twelfth sequence, students studying Modern European or Classical languages will likely reach between *novice-high* to *intermediate-low* in all skills on the ACTFL proficiency scale. Asian language learners will likely reach the *novice-high* level for speaking and listening proficiency and the *novice-mid* level for reading and writing proficiency.

It is highly recommended that schools introduce language learning at the earliest age possible. Although these three sequences show common entry points for language learners, local conditions will determine how schools implement the standards. Additionally, due to a highly mobile population, consideration should be given to providing options that allow all students to enter a program regardless of prior language learning experiences. World Language Departments can consult the Indiana Department of Education to better ascertain which language sequence is the most appropriate fit for their programs.

Grade Level Focus

The 2007 standards are informally divided into grade bands (K-2, 3-5, 6-8, and 9-12) with themes. These grade bands and themes take into account the cognitive development and maturation processes that children undergo from kindergarten through twelfth grade, as well as the settings in which the language instruction takes place.

Kindergarten through Second Grade: The focus of this band is *self*, taking into account the limited range of experiences of children at this age. The vocabulary that is introduced tends to focus on the students and the immediate, familiar environment. The communicative focus of the classroom is primarily interpersonal. Introductory print and written materials are present in the classroom setting to enable peripheral learning and to generate student interest, but interpretive skills related to reading are not explicitly taught. Instructional activities slowly transition from being heavily teacher-centered to student-centered, and the students transition from being primarily receptive and passive to being imitative, productive, and active. The principle objectives for these grades are developing listening comprehension skills and fostering confident communication.

Third through Fifth Grade: The focus of this band is *self* and *family*, taking into account the expanding awareness of children at this age. The vocabulary that is introduced emphasizes the familiar environment and family, though the focus is widened from the previous grade band. Interpretive skills involving word recognition and reading are explicitly taught, and there continues to be a heavy emphasis on interpersonal communication. Instructional activities continue to transition from being teacher-centered to student-centered across the grade band when dealing with the introduction of new vocabulary and other cultural materials. Students continue to develop productive language skills as well as receptive skills such as basic reading comprehension.

Sixth through Eighth Grade: The focus of this band is *friends* and all things social, which takes into account adolescents' interest in friendship and social activities. Instructional activities continue to transition from being teacher-centered to student-centered across this grade band when referring to the introduction of new vocabulary and other cultural materials. Students are now improving both productive and receptive language skills, and their educational background and cognitive development allow them to expand their understanding of structural differences between languages as well as gain a more in-depth cultural awareness. Students beginning study within the sixth through eighth grade band should be directed to vocabulary and introductory language skills of the previous grade bands to allow for personalization of and a strong foundation in the language.

Ninth Grade through Twelfth Grade: The focus of this band is *others*, taking into account the growing maturity of students at this age. Students are capable of understanding and discussing the world around them, both in their local communities and in other countries, and they are able to gain an increased cultural awareness. Students bring extensive background information to the world language classroom, which allows for greater understanding of structural similarities and differences between languages as well as quicker development of interpersonal skills. It should be noted, though, that communication skills and language proficiency (as well as instructional strategies and techniques) will vary depending upon the entry point and the previous experiences at this level. Students beginning study within the ninth through twelfth grade band should be directed to vocabulary and introductory language skills of the previous grade bands to allow for personalization of and a strong foundation in the language. Additionally, students beginning at this point of entry may lack the extensive vocabulary needed to discuss in-depth cultural information in the target language.

The Role of Classical Languages at the Elementary Level

An elementary Classical language program generally serves one of two functions: either as a world language program or as a pre-world language program that supports English language instruction. The determination of the role of a Classical language program at the elementary level depends on which modes of communication are emphasized (i.e., interpersonal, interpretive, and presentational). The predominant mode of communication in all world languages at the elementary level (up to the second grade) is interpersonal, meaning that students are developing conversational skills as well as some receptive skills. However, many Classical programs emphasize the interpretive and presentational modes, which at the elementary level, more closely align with English language programs than world language programs.

Elementary Classical language programs that are intended to function as a regular world language class should emphasize interpersonal communication in addition to the other modes of communication. These programs will follow the outlined Modern European and Classical Languages strand of the *World Languages Standards* from kindergarten through fifth grade. Elementary Classical language programs that are to be taught as a pre-world language program with the goal of supporting English language instruction and concentrating primarily on the interpretive and presentational modes should follow the *Indiana Academic Standards for English/Language Arts*, though they may draw upon certain cultural components of the *World Languages Standards*.

Post-Elementary Classical Language Programs

Language acquisition includes speaking, listening, reading and writing. Although traditional instruction of Classical languages has emphasized reading comprehension and translation through grammar, syntax and vocabulary, it is recognized that Latin frequently is the natural springboard for the study of modern languages. While speaking and listening are of immediate concern for modern languages, the incorporation of these two skills is useful for students of Classical languages and provides another means for teachers of Classical languages to expand instruction.

World Languages and English as a Second Language

Indiana's Academic Standards for World Languages are designed to guide instruction in world languages including commonly and less-commonly taught languages, heritage languages, and classical languages. A separate set of English Language Proficiency standards exist to guide English instruction of language minority students, and these differ from the standards for world languages other than English.

Glossary

To better understand the 2007 version of *Indiana's Academic Standards for World Languages* the revision task force defined a list of terms that appear frequently throughout the work.

- **Active Global Participation:** The individual's personal participation and involvement in events or communication with other communities outside of his/her nation's borders or outside of his/her community language.
- **Alphabet:** A minimum unit for writing words with a sound and a shape, but may not carry meaning in itself. Refers to the Roman alphabet used for English and most Modern European and Classical languages, with slight variations among languages.
- **Authentic Resources:** Any materials made by and for native speakers. Examples include printed or audio resources that are produced within the target cultures.
- **Characters:** The individual letters or symbols which carry shape, meaning, and sound. Refers to East Asian Languages.
- **Civic Engagement:** Service experience that engages the individual in responsible and challenging actions for the common good (*source: Learn and Serve Indiana*)
- **Community:** A sub-group of society identified by common language, culture, interests, or beliefs, e.g. classroom, school, state, religious group, virtual community.
- **Cultural Identity:** Adaptation of any cultural characteristics, patterns, and/or beliefs in one's daily life.
- **Developmentally Appropriate:** What corresponds to the student's age and cognitive ability level for working on concepts, knowledge, skills, or tasks for learning.
- **Digital Media:** All electronic devices that transmit information (audio or visual) via a digitalized format (not in an analog manner). Examples include the Internet, DVDs, and CDs.
- **Formal Language:** The language of politeness and courtesy; language use by which the speaker recognizes a socially formal relationship such as that which exists between a student and a teacher.
- **Global Awareness:** Mindfulness or sensibility to a variety of perceptions of differing world cultures.
- **Heritage Speaker:** As it relates to the United States, a native speaker of a language other than English, native or foreign born, living in the U.S.A. and using the target language in addition to English in school or at home.
- **Ideographs:** Minimum units of meaning based on abstract concepts of the worldview; used in East Asian languages.
- **Informal Language:** The language used among peers and people of the same rank.
- **Language Structures:** Grammatical systems, organization or set of rules for how language is correctly expressed.

- **Letters:** A minimum unit for writing words with a sound and a shape, but may not carry meaning in itself. Refers to Kana in Japanese. Also refers to Pinyin in Chinese, although this is basically an English alphabet.
- **Mechanics:** Specific spelling and marking features within an alphabet for a specific language.
- **Non-Authentic:** Refers to materials that did not originate in the target language and/or cultures of study.
- **Non-Standard Language:** Language employing more flexibility of word choices and variations influenced by sub-groups of the majority speakers; language not held to rigor or the same set of conventions of standard language usage.
- **Passage:** A portion, section, or paragraph of written or oral text.
- **Personal Enrichment:** Improvement or advancement of self via cultural awareness of others; activities which enhance one's quality of life.
- **Perspectives:** The traditional ideas, attitudes, meanings, and values of members of a society (NSFLEP, 1999, pp. 47-49 cited in Shrum & Glisan, 2005, p. 134).
- **Pictographs:** Minimum units of meaning based on a concrete image of the worldview; used in East Asian languages.
- **Pitch:** The relative highness or lowness of syllable or mora sounds within the word, which differentiate meaning.
- **Practices:** The patterns of behavior accepted by a society that represent knowledge of "what to do when and where" (NSFLEP, 1999, pp. 47-49 cited in Shrum & Glisan, 2005, p. 134).
- **Products:** Things created by members of the culture, both tangible and intangible (NSFLEP, 1999, pp. 47-49 cited in Shrum & Glisan, 2005, p. 134).
- **Radicals:** Minimum units of meaning, which are combined to make characters in East Asian languages. Radicals cannot stand alone, while pictographs and ideographs can.
- **Service Learning:** A student-community experience where age-appropriate tasks require the student to think, demonstrate initiative, problem solve and make decisions in a safe environment allowing the student to err or be successful. (*source: Learn and Serve Indiana*)
- **Spoken Language:** Language used for interpersonal communication with less rigor of conventions than written language.
- **Standard Language:** Language organized around a set of conventions accepted by the majority of speakers.
- **Tone:** The pitch of a syllable or mora, used either to determine its meaning or to distinguish differences in meaning among the same syllable words in some East Asian languages, such as Chinese.
- **Writing Systems:** Visual representations of a formalized communication method; see Alphabet, Mechanics, Letters, Radicals, and Characters.

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Shrum, J. L., & Glisan, E. W. (2005). *Teacher's handbook: Contextualized language instruction (3rd Ed.)*. Boston, MA: Thomson Heinle.

Lee, J. F., & VanPatten, B. (2003). *Making communicative language teaching happen (2nd Ed.)*. Boston: McGraw-Hill.

Learn and Serve Indiana: <http://doe.state.in.us/opd/srvlrm/>

Additional Resources

Electronic Resources:

- American Council on the Teaching of Foreign Languages (ACTFL)
 - <http://www.actfl.org>
- Center for Advanced Research on Language Acquisition (CARLA)
 - <http://www.carla.umn.edu>
- Center for Applied Linguistics (CAL)
 - <http://www.cal.org>
- Computer-Assisted Language Instruction Consortium (CALICO)
 - <http://www.calico.org>
- Institute of International Education (IIE)
 - <http://www.iie.org>
- Joint National Committee for Languages (JNCL) and the National Council for Languages and International Studies (NCLIS)
 - <http://www.languagepolicy.org>
- Language Learning and Technology (LLT)
 - <http://llt.msu.edu/>

Academic Journals:

- Computer-Assisted Language Instruction Consortium (CALICO)
- Foreign Language Annals (FLANNALS)
- Language Learning
- Modern Language Journal (MLJ)
- Studies in Second Language Acquisition (SSLA)

Articles and Books:

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